

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL REVIEW**

**SAU #16
FINAL SUMMARY REPORT**

**BRENTWOOD, EAST KINGSTON, EXETER, KENSINGTON,
NEWFIELDS, STRATHAM AND EXETER REGIONAL
COOPERATIVE SCHOOL DISTRICTS**

**Dr. Arthur L. Hansen, Superintendent
Patricia Dowey, Special Education Director**

Visit Conducted on February 12-13, 2002
Report Date: May 2, 2002

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I. TEAM MEMBERS

Visiting Team Members:

<u>Name</u>	<u>Professional Role</u>	<u>Name</u>	<u>Professional Role</u>
Nancy Brogden	Chairperson, SERESC	Pamela Blanchard	Special Educator
Alan Pardy	Co-Chairperson, SERESC	Kristen Dolliver	Special Educator
Donna Blessing	Special Education Coordinator	Barbara Keating	Resource Room Teacher
Mary Ann Byrne	Retired Sped Administrator	Michael Schroth	Special Educator
Karen Cassidy	Special Education Dept. Head	Vicki Therrien	Resource Room Teacher
Linda Couture	Special Ed. Program Coordinator	Joan Vallieres	Occupational Therapist
Karen Davis	Preschool Special Educator	Ann Welsh	Special Educator
Sandy Plocharczyk	Special Education Director	Carmen Young	Special Educ. Director
Sharon Pray	Director of Pupil Services	Randy Young	LD Specialist
Janina Wojtkin	Special Education Coordinator		

Building Level Team Members:

<u>Name</u>	<u>Professional Role</u>	<u>Name</u>	<u>Professional Role</u>
Page Holman	Classroom Teacher	Marcia Daskocil	Speech Pathologist
Susan Curtis	Special Education Coordinator	Barbara Switzer	Principal
Betsy Hayward	Speech/Language Pathologist	Kathryn Clark	LD Teacher
Mary Knightly	Classroom Teacher	Sue Hill	Classroom Teacher
Sue Ryan	Classroom Teacher	Ann Tufts	Occupational Therapist
Sue Haug	Classroom Teacher	Michelle Reidy	Rehabilitative Assistant
Barbara Greenwood	Classroom Teacher	Mary Fontaine	Physical Therapist
Paul Ford	Principal	John Barker	Special Educator
Barbara Sinclair-Pappas	Special Educator	Margaret Flinton	Occupational Therapist
Mary Hogan	Special Educator	Elyse Gallo	Occupational Therapist
Cindy Dodge-Hobson	Speech/Language Pathologist	Paul Sandler	School Psychologist
Karen Holmblad-Windt	Registered Physical Therapist	Gina Bowley	Classroom Teacher
Joyce Bosch	Classroom Teacher	Sharon Page	Classroom Teacher
Lisa Swasey	Case Manager	Carol Pipinias	Case Manager
Helainie Sweet	Speech/Language Pathologist	Melissa Mulaney	Physical Therapist
Jen Thomas	Speech/Language Pathologist	JoAnne Phillips	Special Ed Coordinator
Jane Edmiston	Speech Pathol./Case Manager	Evelyn Lord	Preschool Coordinator
Patricia Cushing	Principal	Marion Prescott	Speech Pathologist
Susan Slabon	Special Education Teacher	Casey Ashton	Classroom Teacher
JoAnne Crevoiserat	Coordinator/ Special Educator	Barbara Dupont	Classroom Teacher
Christine Gaudet	Classroom Teacher	Jacqueline Ellis	LD Teacher
Meg Driscoll	Director of Special Services	Susan Adler	Special Educator
Janis Tierney	Classroom Teacher	Frank Spencer	School Psychologist
Cynthia K. McPherson	Speech-Language Pathologist	Carolyn Dailey	Case Manager
Deb Simard-Hill	Speech/Language Pathologist	Cindy Kamberclis	Special Educator
Kathleen Atwood	Special Education Coordinator	Rhonda Zabielski	Special Educator
Mary Ellen Palmer	Director of Special Services	Carol Stringham	Occupational Therapist

II. INTRODUCTION

SAU #16 is an administrative unit consisting of seven school districts in and around Exeter, New Hampshire. They include the towns of Brentwood, East Kingston, Exeter, Kensington, Newfields and Stratham. The seventh district is the Exeter Regional Cooperative School District, which includes Exeter Middle School and Exeter High School. There are approximately 4,000 students in the SAU, ranging from three small districts (E. Kingston, Kensington and Newfields) with less than 200 students to over 1500 students at Exeter High School. Per pupil costs in the SAU (1999-2000) ranged from \$6132 to \$7424, compared to the State average of \$6359. The Exeter High School Drop Out rate (year 2000) was 3.2%, much lower than the State average of 5.4%.

The Mission statement of SAU #16 is: "The SAU #16 school districts are committed to working together to achieve common standards and values that will result in graduates who are caring, productive, and contributing members of society."

III. PURPOSE OF VISIT

The New Hampshire Department of Education conducted a Program Approval Compliance Review visit to SAU#16 on February 12 and 13, 2002 for the purpose of reviewing the present status of special education procedures and programming. A previous On-site Evaluation was conducted on November 18 and 19, 1996.

Visiting team members collaborated with school staff from the following SAU #16 schools: Exeter Cooperative Middle School, Exeter Cooperative High School, the Seacoast School of Technology (SST), Lincoln Street Elementary School, Main Street School, Swasey Elementary School (Brentwood), East Kingston Elementary School, Kensington Elementary School, Newfields Elementary School and Stratham Memorial School. Preschool programs at the Main Street School and the SST were also visited.

Activities related to this NHDOE special education program approval review visit included collaboration between visiting and school district teams, presenting and reviewing case studies and observing building programs and services for students with special education needs. The visiting team also reviewed teaching certifications of special education staff, analysis of SPEDIS data and out-of-district and James O student files. Interviews were held with the Superintendent, the Special Education Director, building principals, regular and special education teachers, related service personnel and administrators as time and availability permitted. In addition, the team conducted parent interviews via telephone and in person. Throughout the visit, the team had full cooperation and collaboration from school personnel and this helpfulness was greatly appreciated.

IV. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with SAU #16 educators throughout this review process. The two-day visit was designed to review the services provided to special education students, as well as to take a focused view of the following areas of programming: **1) Access to the General Curriculum, 2) Transition and 3) Assessment.**

The process allowed the visiting and internal team members to conduct case studies of representative students in each building and in Preschool programs. Evidence of the work conducted in-district and results related to student outcomes were gathered throughout the process. Examples of evidence included individual student IEPs, progress reports, student class work, grades, extracurricular involvement, permanent records, etc. Interviews with relevant persons (e.g. regular and special educators, paraprofessionals, parents, students, etc.) were conducted. In addition, classroom observations were done for each of the case study students. The collective evidence was summarized collaboratively by the visiting and internal team members. They provided written summaries that identified strengths and areas of improvement needed for each program reviewed. The building level summary sheets are attached.

V. STATUS OF CORRECTIVE ACTIONS FROM PREVIOUS PROGRAM APPROVAL

Conducted on November 18-19, 1996

During the previous program approval review, very few compliance issues or citations were listed. Three of the ten schools had no citations and most of the others had only one or two issues. Four of the schools had single citations because there was no evidence in files that Least Restrictive Environment (LRE) had been discussed at annual IEP meetings. This has been corrected by having teams note on written prior notice the discussion of LRE and placement. Other corrections have been implemented to insure that all students' files meet the requirements of State and Federal rules or laws. Overall, SAU wide there were few compliance issues during the 1996 visit.

VI. SAU WIDE SUMMARY OF FINDINGS

Within each of the schools in SAU #16 there is a supportive, enthusiastic atmosphere for the provision of services for all students in the least restrictive environment. This enthusiasm and support is fostered throughout SAU#16 by faculty, administration, support personnel, secretarial staff and parents. In many ways it is clear that schools are working hard to offer a wide continuum of services and programs to all children, including access to the general curriculum, transition services and assessment.

In the area of Transition, evidences of excellent transitioning from age three to preschool are a community based Developmental preschool as well as preschools at Main Street School, the SST (Seacoast School of Technology) preschool, and a preschool program in Stratham. These transitions from age 3 to preschool and from preschool to kindergarten are successful in that the transition teams include early intervention and other outside agency persons. Having the same therapists delivering service in both preschool and kindergarten is an excellent transition strategy. Transition efforts at the middle and high school level include having middle school students come to the high school to participate in the "Key Train" program, a school to work program, college fairs, job shadowing and JAG (Jobs for America's Graduates). Exeter High School is part of a SIP-SIG grant with the State to provide vocational evaluations, interest surveys and transition training with the "Key Train" software. The Seacoast School of Technology (SST) includes many special needs students working inclusively with non-disabled students in vocational areas. While contact with other agencies is difficult sometimes at the early intervention and preschool level, there is much contact with other agencies to provide supported work opportunities for high school age students, as they transition out of school to the community.

In terms of Access to the General Curriculum, SAU #16 is to be commended. They rarely send a student out-of-district. (Most of their out-of-district students are court ordered placements.) Even the most disabled students stay in district in appropriate programs. Nursing services and other needed services are provided by the district. One medically fragile student who has to be home based for part of the time is provided with technology to allow him to access the classroom via video cameras and speakers when he cannot be present in school. Additional evidence of access is the number of students who are in wheelchairs and are able to access the general instructional programs. There are 12 students in chairs at the middle school and 5 at the high school/SST programs. For example, one student can access extra curricular activities because the district provides a CNA (certified nursing assistant) when the student needs to go off campus on a field trip. There is a problem with accessibility at the high school because of physical barriers and space, but efforts are made to change classrooms or modify space to meet the needs of these children, until SAU #16's building project can start.

In terms of Assessment, all SAU #16 students participate, at some level, in testing. Last year four students in Grade 6 and 2 students in Grade 10 used alternate assessment strategies for the NHEIAP tests. The district is just beginning to use data from state and local assessments to write IEPs.

In reviewing staff certification rosters with the director of special education, it appears that two professional staff members had expired certifications, which will be corrected. One teacher is waiting for her certification from another state to be processed at the Department of Education. All other professional staff are certified for the positions in which they are serving.

Three out-of-district files and three James O files were reviewed. The district is to be commended for hiring professional staff to coordinate services to out-of-district students. Parents interviewed responded that these two individuals do an excellent job of keeping them informed, overseeing their child's program and preparing for transitions and progress meetings. One student's file was missing the evaluation summary, so it was difficult to determine who was at the evaluation team meeting, but overall the files contain all the information needed to assure that these students are receiving FAPE in the least restrictive setting.

All of the staff within SAU 6 appear to be committed to providing quality services to all students in the least restrictive environment. Teachers and staff were consistently described as dedicated, supportive and committed to positive learning experiences for all children.

VII. Building Level Summary Reports

<p>USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT</p> <p>BUILDING LEVEL COMPLIANCE DATA SUMMARY</p>

SAU #16 School: Exeter Developmental Preschool

Recorder/Summarizer: Karen L. Davis Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Exeter Developmental Preschool
	Indicator Level and Description	
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	One student observed spent 1-½ hours per day in reverse mainstream for playtime.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	One student observed participates in all activities with peers with no modifications needed. (At this level parents provide extracurricular activities.)

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process: Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Exeter Developmental Preschool
	Indicator Level and Description	
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Two meetings were held with early intervention team. Preschool completed additional evaluations.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Exeter Developmental Preschool
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	Formal assessments determine eligibility. Informal assessments are used to record progress.
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Articulation goals developed after testing
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Exeter Developmental Preschool	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Exeter Developmental Preschool has excellent team collaboration, planning and integrated activities. 2. Group therapy for all reduces isolated services. 3. Adult/Child ratio is excellent – 5 to 3 4. Routine motor and articulation activities for daily practice 5. Developmentally appropriate practice 6. Visual schedules for those with auditory processing difficulties 7. Warm, open staff 8. Input from paraprofessionals is valued. 9. Transition meetings occur between Early Intervention and preschool. 10. Outstanding home/school photo log! Digital cameras used daily. Weekly updates with narratives.	1.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16

School: Lincoln Street School

Recorder/Summarizer: Joan Vallieres & Vicki Therrien

Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Lincoln Street School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students observed participated in all specials and other school activities/DARE, yoga, and Inventor's Club. One-to-one supports are used as necessary, even in after school programs. All students engage in general curriculum, but settings varied with each student. Individual learning centers and the reading rotation program are used.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Lincoln Street School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Written form exists for teacher-to-teacher and school-to-school planning. Behavioral consultant is used. ACC and alternative communication/assessment help and training used. OT, PT and augmentative communication will be between both schools. Meetings have already started and will continue for transition to Middle School. Summer programming will be at new building to help with adjustment. One student observed participates in functional life skills program, which includes visits into the community (pizza place, stores, restaurants). COACH program assesses life skills, socialization, and academic behavior.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Lincoln Street School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Alternate assessments are scheduled for grade 6. Students did not participate in grade 3 tests. Meetings are starting to develop portfolio plan. Wide variety of evaluations used to assess current functioning /academic levels, (i.e. ABC functional assessment, Ctoni, non-verbal processing, autism rating scales, in addition to standard special ed. assessment tools.) School used wonderful data catches: checklists, charts to show progress over time, report cards with comments regarding what grade was based on, effort and amount of support. On-task behaviors also charted. Reading and math are regularly monitored. Excellent evidence of IEP objectives and progress.

Lincoln Street School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Team collaboration for planning and exercising of behavior plans. 2. Good balance between pullout and in-class service delivery. 3. Teachers incorporate skills needed into reg. class day. 4. Teachers have high expectations and are working toward more student independence. 5. Good working relationship, communication and positive attitudes between school team & families. 6. After school activities for all children are available and money for 1:1 support aids is available. 7. Space for ACE and Reading Rotation program. 8. Large, fully equipped motor room with sensory motor equipment. 9. Ratio (19:1) of students to adults is excellent, with additional 1:1 aides or support staff. Support staff rotated for students. 10. Access to technology, computers and software, such as Dynamo Talker, writing with symbols, typing program word processing and Alpha Smarts. 11. Strong behavior and follow-through plan with good documentation. 12. State regulations are followed and the IEP curriculum is standards based. 13. Nice combination of academic, life skills and community involvement. 	<ol style="list-style-type: none"> 1. Teachers would like more training to teach and deal with behaviors, more training on autism and technology.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16

School: Swasey School

Recorder/Summarizer: Sandra Plocharczyk

Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		Swasey School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
	Indicator Level and Description	
0	Student does not have access to the general curriculum	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students' schedules and classroom observations, Assessment results, in-class support provided (paraprofessionals, speech & language, occupational therapy), participation in after school programs, specialized instruction links to general curriculum

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u> Swasey School
	Indicator Level and Description	
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Team meetings are held to review adjustment to new teacher/grade/school (minutes are available). Fifth grade parent nights are held. There is a two-week summer program for students transitioning to the Cooperative Middle School. Ongoing team meetings are held with progress reviews.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5,</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Swasey School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Meetings are held between the principal and the reading and math specialists to review data and improve the curriculum. Grade level meetings, including special education staff, are held to analyze the results.

Swasey School	
Strengths	Suggestions for Improvement
1. Highly talented professionals with knowledge of a variety of reading and math approaches, strategies and accommodations to meet the needs of all children. 2. Expertise in reading methodologies (LIPS, Wilson) for diverse learners. 3. School-wide training and implementation of 4-Block Reading Framework. 4. Comprehensive IEPs. 5. School wide training in math instruction with strong emphasis on manipulatives, group learning, projects 6. Full time COTA / Part-time OTR provide a preventive approach in kindergarten classes. 7. Regular ed. staff has expertise and interest in owning students with disabilities. 8. Parent communication and involvement is high 9. In-service training is open to paraeducators	1. There is a need for a contracted school psychologist. One person with more time could provide greater consistency. 2. Opportunities to hold IEP meetings for students transitioning to the Cooperative Middle School at the Middle School, rather than at Swasey

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16

School: Kensington Elementary School

Recorder/Summarizer: Linda Couture and Janina Wojtkin

Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence	
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		Kensington Elementary School	
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>			
	Indicator Level and Description		
0	Student does not have access to the general curriculum.		
1	Student has access to the general curriculum		
2	Student participates in the general curriculum in the regular classroom		
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)		
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis		
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.		
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma		
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All three students observed had evidence in IEPs, staff interviews, parent interviews and direct observations of participation in the general curriculum in the Least Restrictive Environment.	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Kensington Elementary School
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	
	3a Team includes parents and personnel from other agencies in transition planning	There is evidence of transition planning with parent and appropriate personnel involvement. Planning is documented.
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Kensington Elementary School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	All three cases include evidence of assessment data being used in IEP development as well as multiple measures being used for assessments. This was found in the IEPs and work samples provided to the team members. Portfolios are used.

Kensington Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Least Restrictive Environment was evident to the highest degree possible with each student. 2. The flexibility and cooperation of the staff allows for ease of Least Restrictive Environment. 3. Observation demonstrated obvious knowledge of needs and accommodations by support staff and teachers. 4. One teacher was observed giving direct instruction, using accommodations for an included student, in class within a small group of six children. 5. Flexible scheduling of specialists allows students' to have uninterrupted content instruction. Specialists work around students' needs. They are not limited by the schedule. 6. Accommodations are not only written for classroom instruction, but also transcend to assessment. 7. Participation in the general curriculum seems to be the "norm" at Kensington. 8. Parent contact appears ongoing and excellent. 	<ol style="list-style-type: none"> 1. Reading materials and training would be helpful and would benefit the students and the programming efforts of the team.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16 School: Main Street School

Recorder/Summarizer: Mary Anne Byrne

Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Main Street School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Class schedules, IEPs, attached observations, report cards, progress reports, work samples, classroom assessments, standardized assessment results, parent interviews, special education coordinator and principal interviews all show the students engaged in the general curriculum in the Least Restrictive Environment.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Main Street School
Indicator Level and Description		
0	No evidence of transition planning	Not applicable. ESS to preschool evidence/none needed from preschool to kindergarten.
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Main Street School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	Results of GATES, quarterly math assessments, informal reading inventories, IEP progress reports, report cards, Kindergarten screening, work samples, portfolios, 3-year evaluation, language samples and teacher-made assessments are all used.

Main Street School	
Strengths	Suggestions for Improvement
1. Collaborative teams work effectively together. 2. Financial support is outstanding for inclusion, good staffing patterns, sufficient paraprofessionals, materials and supplies, etc. 3. Efforts are made to include parents in all processes. 4. Special education staff access school-wide staff development opportunities. 5. Home/school and in-school communication in very good. 6. Support is provided to students based on their needs. 7. Staff feels very supported by the administration, each other and the school district/community.	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16 School: East Kingston Elementary School

Recorder/Summarizer: Ann Welsh

Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		East Kingston Elementary School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
	Indicator Level and Description	
	0 Student does not have access to the general curriculum.	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
	3b For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
	3d For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	A blind student was involved in after school activity with a one to one aid. IEPs are written to keep students in the regular classroom with appropriate supports. Contacts made with parents to ensure knowledge of after school activities.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		East Kingston Elementary School
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	
	3a Team includes parents and personnel from other agencies in transition planning	Written documentation includes evidence of team participation, including parent.
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		East Kingston Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Student was placed on Wilson program to remediate phonics and touch math to remediate math – special support in areas shown to be weak in testing. Support was changed as testing showed improvement. Learning styles are considered.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	The school hired a reading specialist based on need from tests. Whole school consideration of third grade results, focusing on coordination of reading curriculum school-wide benefits specialized students. Assessment drives both school and special education programs. “Math dictionary” created by students in the third grade class has helped students understand math assessment questions and concepts.

East Kingston Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Good teamwork. All members of student’s team (music, art, gym, etc.) review IEP. Specialized information on students is distributed as needed, e.g. information on Tourette’s Syndrome. 2. Teachers take responsibility for all students in class, and there is good support in the classroom. 3. Good flexibility by special education staff, who react positively to changes in student-teacher needs. 4. Children don’t feel “different”. 5. A variety of specialized programs are available to help with student needs, such as reading and math programs. 6. Project Read, Wilson, Touch Math and behavior specialists are brought in when needed. 7. Special education staff tries new programs and have high expectations for all students, such as the special education teacher using literature circles with her reading group. 8. Weekly team meetings are held, with minutes distributed to all who missed. 	<ol style="list-style-type: none"> 1. There is a need for a district preschool program, so that the school can have more control over the program.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16 School: Newfields Elementary School

Recorder/Summarizer: **Karen Cassidy and Carmen Young**

Date: **Feb. 13, 2002**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		Newfields Elementary School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
	Indicator Level and Description	
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Report card grades, student schedule, IEP, sample of work, interviews with teacher, parent and special education staff

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Newfields Elementary School
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	Through discussions with team members, it became obvious that quality transition activities occur, but are not documented. The team was receptive and developed a transition checklist for middle school during our visit.
	2 Written documentation exists for transition services	
	3a Team includes parents and personnel from other agencies in transition planning	
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Newfields Elementary School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	Evidenced by report cards, Star Reading Diagnostic Report, Terra Nova Class Record Sheet, IEP, informal classroom assessments, student portfolios, special education evaluation reports and parent interviews, Newfields Elementary School uses assessment data to improve student learning.

Newfields Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> Good communication systems between staff and parents. Climate for learning is excellent. Small class sizes and student/teacher ratios enhance the climate. Special education staff are very hard working, wanting to implement "Best Practices" for students. Staff is very receptive to suggestions. School overall presents a welcoming, friendly atmosphere. Staff was attentive to the details of experiencing an on-site and was very helpful. Special education files were well organized and reflect the programs developed for students. The principal encourages and promotes staff development for all teachers and paraprofessionals. Occupational Therapist works in class with all students. 	<ol style="list-style-type: none"> Documentation for transition activities need some further development. Communicate more effectively to parents the transition processes from early intervention to preschool and from preschool to kindergarten.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16

School: Stratham Memorial Elementary School

Recorder/Summarizer: P. Alan Pardy

Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		Stratham Memorial School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students are extensively involved in the regular classroom. All students are encouraged to participate in extracurricular activities, such as plays, concerts, and YMCA after school activities, at the same level of participation as non-disabled peers.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Stratham Memorial School
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Student transitions are monitored regularly by staff in elementary grades. Transition from preschool to kindergarten is very extensive and comprehensive. Team meetings are held to review progress on a regular basis, including communication between team and parents.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Stratham Memorial School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	Individual assessment data, and school-wide testing used regularly. Multiple measurements – progress reports, report cards and student work – are used. School uses yearly assessment data to determine placement, programs, services, etc.

Stratham Memorial School	
Strengths	Suggestions for Improvement
1. Well-coordinated support between regular education and special education staffs. 2. High level of involvement by regular education staff. 3. Provision of Wilson Reading Training and coordination of classroom activities, such as language arts. 4. Use of technology in a variety of settings – using PCs, adaptive equipment, digital camera, and use of a scanner for sending instruction reports to parents. 5. Staff willingness to learn about new methodology. 6. Transitions of students from Early Intervention to preschool, preschool to kindergarten and grade-to-grade. 7. Parents are supportive and pleased with programs and progress. 8. High level of expertise and training (around Autism, Aphasic, etc) and knowledge of best practices. 9. General education staff are extremely open to programs for special education population. 10. Stable staff – low turnover rate among professional staff. 11. Supportive principal and assistant principal. They care about the children in a very fundamental way.	

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16

School: Exeter Cooperative Middle School

Recorder/Summarizer: Donna Blessing

Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		Cooperative Middle School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students are included in the mainstream programs with appropriate support, taking part in all activities presented

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Cooperative Middle School
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	Extended school year two-week summer program, activity and education based, noted in IEP and WPN.
2	Written documentation exists for transition services	Transition statements starting at age 14, in meeting minutes with IEP team and in IEP.
3a	Team includes parents and personnel from other agencies in transition planning	Transition team meets with parents and personnel to develop grade-to-grade plan.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	School does MAPPs planning and COACH plan to prioritize goals and develop long-term planning. Results guide IEP planning/development.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Cooperative Middle School
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	Yes (files, interviews, IEPs)
1b	Student participates in state assessment	Yes (IEP, interviews)
2	Alternate assessment provided as needed for both district and state assessments	NHEIAP alternate assessments are given when appropriate.
3a	Assessment data is used to develop IEP	Yes. Evidence in Portfolio
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Yes. Evidence in Portfolio
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	Group testing not used for diagnostic purposes. Is used for pre-referral screening purposes and for improving instructional practices.

Cooperative Middle School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Outstanding Inclusion Program with appropriate support in place. 2. ESY : Two week summer program helps develop ownership and relationship with CMS staff and can create a comfort zone for students who find change challenging. 3. Staff demonstrates clear awareness of student needs and have established positive relationships with students. 4. Consistent and positive home school communication. 5. Internal communication between special education staff and regular education staff is ongoing and productive. 6. Use of authentic assessments, such as portfolios to guide development of IEP. 	<ol style="list-style-type: none"> 1. Develop a guide to help define movement from grade to grade, and, most important, from elementary school to middle school. 2. A special educator for each team would increase services in terms of integration, communication, and enhancing appropriate programming.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY

SAU #16 School: Exeter High School

Recorder/Summarizer: Kristen Dolliver and Michael Schroth

Date: Feb. 13, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		Exeter High School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
Indicator Level and Description		
0 Student does not have access to the general curriculum.		
1 Student has access to the general curriculum		
2 Student participates in the general curriculum in the regular classroom		
3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)		
3b For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis		
3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.		
3d For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma		
4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment		Schedules showed that all students are mainstreamed and very much included in the general curriculum. Supports are in place when needed. Students participate in extracurricular activities, for example, chorus, dances, field trips and Future Farmers of America. One wheelchair-bound student will travel to Montreal with her chorus, supported by a certified nurse assistant, as well as other supports.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>Ed. 1109.01, Transition Services</u>		Exeter High School
<u>CFR 300.29</u> <u>CFR 300.347 (b) (1)</u> <u>CFR 300.132</u>		
This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		
Indicator Level and Description		
0 No evidence of transition planning		
1 Transition occurs, with little or no written documentation		
2 Written documentation exists for transition services		
3a Team includes parents and personnel from other agencies in transition planning		
3b Student is informed before age 17 of his/her rights under IDEA		
3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner		Written documentation exists for transition, although the page does not include much detail. Students participate in IEP meetings, sometimes with a peer advocate. One student's plan had very detailed activities, including employment and community options.
4a District has implemented a process to evaluate the success of the student's transition		
4b Team, including student as appropriate, regularly assesses success of transition plan		

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Exeter High School
Indicator Level and Description		
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	All students participate in school and state assessments with accommodations.
	2 Alternate assessment provided as needed for both district and state assessments	Two grade 10 students participated in alternate assessments last year.
	3a Assessment data is used to develop IEP	District uses assessment tools to develop IEP goals and objectives, such as 3-year evaluation data, vocational assessments, writing samples and observations.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Multiple measures are used, as listed above.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Exeter High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Transition grant in progress 2. Daily common planning time 3. Moving toward full inclusion 4. Large number of certified staff, allowing for a reasonable caseload 5. A non-teaching building coordinator who can focus on case organization, meetings, and communication with parents and outside agencies 6. Regular education teachers support special education teachers and students. They are active, hands-on team members who do not rely on aides. 7. Classes moved to make instruction accessible for all students 8. Contract days given to teachers to write IEPs 9. Full-time school psychologist 10. All classes are open to all students 11. Human Studies program is an excellent example of inclusion 12. The large conference room is a good meeting place 13. Jobs for America's Graduates and Seacoast School of Technology (SST) 	<ol style="list-style-type: none"> 1. Building not handicapped accessible; improve accessibility 2. Increase the number of computers available to special needs students

VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU #16

Date: 2-12-02

Reviewer: Nancy Brodgen

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU #16

Number of Files Reviewed: 3 files reviewed

The district is to be commended for hiring professional staff to coordinate services to out-of-district students. Parents interviewed responded that these two individuals do an excellent job of keeping them informed, overseeing their child's program and preparing for transitions and progress meetings. One student's file was missing the evaluation summary, so it was difficult to determine who was at the evaluation team meeting, but overall the files contain all the information needed to assure that these students are receiving FAPE in the least restrictive setting.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #16

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: 2-12-02

Reviewer: Nancy Brogden

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

SAU #16

Number of Files Reviewed: 3 Files

Three students' files were reviewed as part of the special education program approval and improvement process. These students were placed by the courts in the Odyssey House in Hampton, NH, at the Institute for Living and Learning in Danvers, MA and at the Jolicoeur School in Manchester, NH. None of the three students have met placement cap for the current fiscal year. All files were in excellent order and all required components were present.